Name: Rachel Fischhoff Grade: 5 Date: April 3, 2012

Protractor Practice

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| Lesson Sources: Investigations |
| Lesson Objectives: Students will be able to classify quadrilaterals using properties of sides and angles. |
| Standards: CC 5G3 3. Understand that attributes belonging to a category of twodimensional figures also belong to all subcategories of that category. *For example, all rectangles have four right angles and squares are*  *rectangles, so all squares have four right angles.* |
| Multicultural Content: |
| Materials and Advanced Preparation: Student Activity Book pg. 8-10, anchor chart |
| Prior Knowledge and Skills Needed: Some figures have many names |
| Key/New Vocabulary: Quadrilateral vocab—parallelogram, rectangle, square, etc… |

Lesson Procedure: Part One

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| **Time** | **Teacher Actions** | **Student Learning Activities** | **Form of Assessment** |
| 1 min | **Warm Up**   * String? |  |  |
| 1 min | **1. Connection**   * Mathematicians, yesterday you did some really great thinking around quadrilaterals. You thought about how to classify quadrilaterals by looking at pairs of sides and at angles. * Today, you are going to work with a partner to continue this work—exploring the relationships between various kinds of quadrilaterals. | Explain purpose of mini-lesson | Active listening |
| 10 min max | **2. The Teaching (The Giving of Information):**   * Take a look at question 4 to go over “All, some, no” question format | * Active listening | * Active listening |
|  | **3. Have-A-Go (optional)**   * Look over worksheets together—T&T first question… * Talk about how do we resolve disagreement? How do we grow our thinking together in math, just like in ELA? | How will students be actively involved?  By:   * Partner talk | * Listen to T&Ts * Share out |
|  | **4. The Link**   * Mathematicians, today you are going to use what you know about quadrilaterals—including information in our anchor chart and pasted into your notebooks—to explore the relationships between different *kinds* of quadrilaterals. * You will be working in partnerships. | **(Workshop Time)**   * Using resources and prior knowledge |  |
|  | **5. Closing (at the share)**   * Talking over responses * Looking for some kind of consensus | * What new understandings do we have? * How can we record this info on the chart, or elsewhere? | * What’s up next? Guess my rule! * Internatlizing the categorization—using side pairs and angles. |

**Reflections:**

How did the lesson plan work? What was effective? What did you learn? What would you change for tomorrow or the next time you will use this plan?